

**STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN**  
**February 24-26, 2005**  
**The Clarion Hotel**  
**Louisville, Kentucky**

**Executive Committee Meeting: Thursday, 2/24**

**2:10 p.m.**

**Members:** Scott Teague Chair; Vickie Shearer; Roberta Alston; , Norb Ryan; Karen Frohoff; Anna Winchell, Jacque Hukill

**Ex-officio Members:**

**Others:** Renee Scott, Jeanna Mullins, Mike Miller, DECS; Carrie Bearden, Ohio Valley Educational Cooperative; Sharon Davis, Jefferson County Public Schools, Carol Sturgill Cooksey, Kentucky CASE; Dot Stallard, Interpreter; Sammie Lambert, DECS; Mary Fehrenbach

Agenda Item	Key Points	Action/Follow-up
Introductions were made.  Review Agenda	Executive Committee Meeting called to order by Scott at 2:10 p.m. Friday from 6:00 – 9:00 there will be an IDEA update at the parent professional conference. May need to adjust the time slot so the panel can be in attendance. The entire panel will need to meet to share this information. Federal regulations and overview of the changes.  Changes to Agenda for Friday see adjusted calendar/agenda Panel members discussed the concerns about the format of the Public Hearing and our roles as panel members. Letter to parents at the meetings that explains the process. Add information sheet with names, addresses, emails etc. Scott and Karen will draft letter to provide to parents.	
Review packet	. Minutes to October meeting need to be changed to add Scott Teague as present and to remove Vickie Shearer from attendance all days.	
Executive Meeting Adjourned	2:55 P.M.	
General Meeting	Meeting called to order at 3:20 p.m by Scott Teague. A quorum was not present. Approval of minutes was delayed until Friday. Scott complemented Jacque for her role as the past chair of the SAPEC.	
Introductions	Introductions were done throughout the room. <b>Members:</b> Scott Teague Chair; Vickie Shearer; Roberta Alston; , Norb Ryan; Karen Frohoff; Anna Winchell, Jacque Hukill; Diane Sharp; Lynn Gagle <b>Ex-officio Members:</b> <b>Others:</b> Renee Scott, Jeanna Mullins, Mike Miller, DECS; Carrie Bearden, Ohio Valley Educational Cooperative; Sharon Davis, Jefferson County Public	

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	Schools, Carol Sturgill Cooksey, Kentucky CASE; Dot Stallard, Interpreter; Sammie Lambert, DECS	
Approval of Agenda	<p>The agenda cannot be approved but the changes discussed by the Executive Committee were adjusted. (A)Public hearing procedures for Saturday morning will be discussed.</p> <p>Thursday from 6:30 – 8:00 p.m. change that to item VI. Add VII. Panel Member – Constituent Issues.</p> <p>Friday: Chris Thacker will not be able to present. Renee Scott and Jeanna Mullins will do the update in his place.</p> <p>Friday Evening Sessions have been adjusted to accommodate the IDEA training sessions being provided on Friday evening.</p> <p>2:00 – 2:30 Committee Work Orientation  2:30 – 4:15 Committee Work Groups  4:15 – 5:00 Committee Reports and Motions will be done at this time and dinner will be on site from 5:00 until 6:00  6:00 – 9:00 p.m. Panel will be present at the IDEA presentation.</p> <p>Renee Scott provided handouts to the panel on the IDEA presentation  Pat Guthrie is a retired educator, CEC International Board member and is a state hearing officer and a life long member of CEC</p>	(See attachments –Pat Guthrie)
Approval Minutes	October 2004 meeting. Table Minutes until we have a quorum	
Review of Packet Materials Renee Scott	Check email and future meeting dates. Packet includes November 2004 Public Hearing information. New IDEA changes is also included. KSD and KSB information is included as well as expense vouchers. Judy Mallory has ordered documents to assist with SIDE by SIDE review of new IDEA. Each copy is \$31.00 and will be given to each panel member.	

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Reports and Updates	<p>November 2004 Public Hearing Summary Significant issues were brought up at the hearing. Parents very concerned about the Program of Studies for children who qualify as MMD and the impact on graduation and the earning of diplomas.</p> <p>Dr. Wihoite is recommending program changes to the secondary curriculum and it is important that SAPEC be represented during this process to effect change in the development of curriculum that meet the needs of all students especially students with disabilities. Renee Scott reported that Judy Mallory is on High School and Roger Lacy is on the Social Studies committee. Renee reported that DECS does have representation on all cross over committees.</p> <p>Diane Sharp reported that she reported that she has shared the information with Rodney Kelley The vocational tech system will be addressing many of the hearing concerns and he will be meeting with Judy Mallory and other members of DECS. Information will be shared with Emil Jesik, Director for the Department of Technology Education.</p> <p>See Jeanna's notes from the discussion.</p> <p>Letters to persons who address the panel. Thank you letter for bringing your concerns to the panel</p> <p>Norb Ryan we hear the same problems over and over. We never compile the information and data to see if this is a district or is it a systemic problem within the state.</p> <p>Jeanna what information do you need and how are you going to use this information.</p> <p>Collect data annually and see if we have a problem state wide from all the public hearings and deal with them the next year as a panel. Public perception is that the panel doesn't ever do anything with the information and it isn't</p>	
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	<p>worth their time to deal with the panel.</p> <p>Mike Miller, what does the committee do with the information?</p> <p>Scott we can meet and write motions and send the information to the department. Panel needs to be looking at the pattern of issues that are developing across the state.</p> <p>Diane Sharp those of us who represent these areas it is our responsibility to address these issues.</p> <p>What have we advised the department on in the past?</p> <p>We need to relay back to the parents what we are doing through out networks that we each represent. We need to be sharing information in our local areas. We need to advertise what we are really trying to do and keep the information up to date.</p> <p>Anna Winchell each committee member must take the information back to their constituents.</p> <p>We need to develop the materials for the hearing</p> <p>Sandy Lambert: When we have doing the APR and general supervision is how do we get that information? How do we get data and discern trends? OSEP hearing process is to get issues and your name is called. It is a formal process. The hearing seemed too personal and inappropriate. Model the hearings after the OSEP hearings. Give parents the opportunity to share information in writing.</p> <p>Mechanics of Saturday's meeting.</p> <p>Scott: review hearing introductions periodically.</p> <p>Have statement for the parents on Saturday</p> <p>Parents sign in to speak. 3 minutes to speak. Thank them on their form for</p>	
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	<p>their participation. Must go up and sign at any time during the session. Name optional, define region, where they are and the concerns. Must sign in again for each comment to control conversations between parents. Panel members will need to be in place and staff members can do the meet and greet. Our session is immediately after the opening session. Renee and Carol will assist parent participants.</p> <p>3 x 5 cards to sign up to speak. Or multiple sign up sheets. Number cards for participants.  2 minutes with a one minute warning  Participants will be called up by number.</p>	
Carol Sturgill Cooksey	<p>Update for CASE. What are we going to be doing in the future  Promotion of advocacy and legislation? How do we communication policies and practices to our membership?  Activities to provide outreach and PD.  CASE will meet with CEC on a career diploma  Will SAPEC be part of a focus group on parent and school relationships?  Perry Zirle. March 10th will present on NCLB what needs to be done now and before July 1  March 11 regular CASE meeting  July 8 th 9<sup>th</sup> annual conference  Presenting a paper for OSEP</p>	
Carrie Bearden	<p>Special Education Cooperative Updates;  OVEC: Director  Coops have 5 priorities  Increase student achievement  Learning environment  Student family and community support  Leadership support  Professional Development  Meet with groups on a monthly basis</p>	

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	<p>Consulting groups are working collaboratively</p> <p>Literacy Consultants: work with Reading First grants and trainings. Special Education teachers are targeted for the training. Summer Institute planning is being developed and will be ready for the summer. Each cooperative will have 3 days of training. 4<sup>th</sup> – 8<sup>th</sup> grade teachers. Reading First schools have first access and opens it to others afterwards.</p> <p>Behavior Consultants work on a as needed basis (Crisis Management and technical assistance. Will work with KID</p> <p>Transition Consultants: est. statewide RIT Regional Interagency Transitions teams and will meet quarterly to identify our partnerships with school districts Career Development and Transition. IGP looks exactly like the certificate of completion track.</p> <p>Complex Needs Groups will be meeting at the Holiday Inn Hurtsbourne on alternative portfolio</p> <p>UDL: Read and Write Gold Software. Schools cannot support the software and to ID CATS on line</p> <p>Collaboration Work Group: presenting at CASE conference on what collaboration should look like and compiling a trainer of trainers model</p> <p>IEP work group. Revising modules for 2002 program. Revisions for IDEA 2004</p> <p>Due Process Group: we meet quarterly to look at trends</p> <p>Partner with Early Childhood RTCs. Work with KSD and KSB and Barb Kibler. May have sensory staff at each cooperatives.</p> <p>Big Work has been working with Pat Roy with the National Staff</p>	
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	<p>Development council. Works with us on our accountability to evaluate how our PD makes a difference. Get away from the spray and pray and align with best practices on PD. Will work on action plans and evaluation plans and how do we follow-up for system</p> <p>Karen Frohoff, reported that she would appreciate if the coops shared their information on collaboration with the committees that design the KTIP evaluation form to design an evaluation that meets the needs of KTIP teachers in a collaboration setting.</p>	
Dismissed for Dinner	5:08 P.M.	
Opened from Dinner	6:35 p.m.	
Bonnie Brinly, KDE Legislative Liaison	<p>Legislative Process  Since 2000 we have two types of session even years and odd year sessions' Both beginning on the first Tuesday in January no more than 60 days and go back by April 15<sup>th</sup> (even) odd session not more that 30 days. Elect new leadership and did the organizational part and started considering bills in February. The biennial budgets are suppose to be done during the even years. We have not adopted a budget during the last 2 even year sessions. So once again we are trying to do a budget during an odd year.</p> <p>Kentucky Board of Education legislative agenda. A retreat is held in May to identify funding and legislative priorities. Each office head will look at legislation calls that need to be fixed. Clean Up bills. The Board has focused on removing the paperwork issues. Looking for more local control in the legislation s. Bubble up issues may include information during interim sessions on studies on advanced placement and more challenging course work for students. The Dept will offer opinions that can become part of the agenda If odd years in August we will get information about funding. Grants, staff salaries, and then the agency builds their budget. They can look at extension recommendations from the Board. In August or October we will give our best estimates for a budget and a legislative agenda adoption. 2005</p>	

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administrative agenda. Wellness Policies to look at student health and nutrition, mental health, food offerings, to look at CDC comprehensive school health issues.

**How A Bill Becomes Law**

Find a sponsor for a bill and get it drafted into legislation. Heard and referred to a committee. In the House they post it for consideration and in the Senate it goes right on to their agenda. If it is in committee it can get a favorable recommendation and continues in the process. 3 readings on the floor and passes and go through the first chamber and then the process starts all over again. Every time an amendment is added they must sign off on each amendment. Or if we cannot agree it goes to another level of conference committee and then the governor can sign or veto which can be overturned.

2005 budget priorities were set in 2003 and included an increase in SEEK, preschool and all day kindergarten, increased technology and full funding for transportation.

There is only one bill that is moving that have to do with medical issues in schools. Early Reading Intervention Program that districts have applied for for K – 3<sup>rd</sup>. Districts get for 2 years and then the money goes away. If district chose Reading Recovery, and the school cannot pick it up the school must Senate bill 19: as long as the district is operating a quality program the funding will continue. Senate Bill 64: for primary intervention for mathematics. Focus on diagnostics in math

House Bill 93: Moberly, early reading is great but we still have students in high school with comprehension difficulties and bill will provide training and coaches for working with children in reading and math beyond the primary years. Look at math in general and design a plan of operations

Budget has passed the House, 3% SEEK increase. Gov bill cut ESS and all other cuts. The HOUSE bill restored all the Govs cuts. Restored PD money and adds money \$5 million to technology. It is not a great budget but



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	<p>education is fairing OK. Senate Bill 168 and NCLB have been the two most major bills in the previous years. Focus of the department is on closing the achievement gap.</p> <p>Truancy Issues being considered from 9 days as being a habitual truant to 6 days and changed the age level. Bill being looked at from the early intervention issue.</p> <p>Regional Service Centers did not increase and the rewards for schools are not there. Text book funding was restored for K-8<sup>th</sup>.</p> <p>Senate Budget will be reviewed hopefully this week.</p>	
Constituent Issues	<p>Karen Frohoff: Text books: students with special needs are being denied access to textbooks and parents need to know how their child can qualify for a book?</p> <p>Science labs: students being denied access to science labs if they are in resource science classes</p> <p>Graduation Diplomas, (students in resource classes)</p> <p>IEPs matching student needs vs. Program of Studies</p> <p>Textbooks still an issue in other areas. Teachers are copying information from books and passing out information to students. Some school on classroom set of books. There has never been funding for high school textbooks.</p> <p>Many classrooms have classroom sets. Teachers will check books out to the students.</p> <p>How are text books distributed? Who determines who gets text books and who does not? Text book funding can be earmarked for other issues. Site based counsel can make requests.</p> <p>Issues will be presented to Judy Mallory for consideration.</p> <p>Information will be given to General Supervision Committee for consideration during their meeting work.</p>	

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	<p>Norb Ryan: child told that she won't be a 504 student anymore. What is the process to remove the child from a 504 plan?</p> <p>Jacque Hukill: Parents still do not know where to go get their answers. Parents get so frustrated and the advocacy groups are just not known and new younger parents aren't having the benefits of an advocacy group.</p> <p>APR parent involvement piece – trainings etc. Leadership at the district level is critical for our children and advocacy.</p> <p>Question answer video/DVD for parents and CHILD Find Issues. Brenda Mullins at Early childhood IHDI. Your Child's Education book provided to districts via WEB.</p>	
Renee Scott	Handout on IDEA comparisons for the IDEA from 1997 to 2004	
Adjournment 7:45 p.m.		
Opening Sessions 8:45	Renee, Scott, Carol, Norb, Dot, Mary, Ann, Lynne, Diane, Jacque, Karen, Vickie	

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<p>Renee Scott</p>	<p>Career Pathways: Purpose for students with disabilities who could not earn a Commonwealth Diploma or a Regular Diploma but who deserved or earned more than a certificate of attendance. State researched the opportunities in other states for students and modeled a plan after a program in North Carolina. Committee et with Johnnie Grisham and Dr. Wilhoite and Judy Mallory. Judy Mallory is chairing the state-wide committee and is meeting with the planning committee. Students' opportunities for employment are greatly reduced if they do not hold a diploma.</p> <p>Jacque Hukill: Does Dr. Wilhoite appears to have an open mind to this Career Pathways diploma or is this an effort by the Commissioner to appease the constituents?</p> <p>Norb Ryan: Is this a committee that is ongoing and will go on forever?</p> <p>Jacque Hukill: How does this effect students who are not identified but who are low learners? How would students qualify who may need to be on this pathway without being tracked in a "Lower Level Program"?</p> <p>Karen Frohoff: the concerns are also to ensure we are not creating a program that can become a "dumping ground" for children from lower SES backgrounds, or from minority backgrounds.</p> <p>Carol Sturgill: KYCASE is making this a legislative issue and hopes that it will become a legislative agenda item.</p> <p>Karen Frohoff: can we write a letter and make recommendations and email vote or mailed vote? Norb we need to Follow Roberts Rules of Orders. Do our bylaws allow for absentee votes so we can continue with our process?</p> <p>Scott we will send the recommendations to the panel members who are absent according to Robert Rules of Orders . Committee will send by email all issues</p>	
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	<p>will vote and we will report the outcomes at the April meeting.</p> <p>Karen Frohoff: makes the recommendation that the Panel chair or his/her designee be paid to be scheduled to go to the National CEC conference. The panel will make a motion to DECS.</p>	
Jenna Muillins and Renee Scott	<p>Update on GSEG (General Supervision Enhancement Grant 1 year provision for approximately \$900,000.00)</p> <p>IHDI is supporting the 3 projects/initiatives</p> <p>Early Childhood Identification outcomes is the primary focus as well as an assessment system</p> <p>Assessment Guide is on the KDE website. The standards were written with all children in mind.</p> <p>Early childhood outcomes center (OSEP) has been asked to serve as a pilot site and Kentucky will help other states to develop their outcomes. Upcoming conference in April with the ECHO (Early Childhood Outcomes)center. Kentucky and the other states will be looking at Family Outcomes and the state is the leader in the country in collaboration between part B and C service providers.</p>	

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	<p>Early Childhood Transitions Systems; looking at tracking for information under Part C building a data system in the State STI system to track who received services in Part B and who accessed services under Part B. This process will help districts track student information. Where does the data go and who will have access? Preschools and Part B need to get the same information so the entire transition process is followed. Part C will forward to DECS and this will forward the information to the districts. The system will be in place in the next year. There will a lot of training once the program is in place.</p> <p>Karen asked if STI will be a parallel system to MAX when we are tracking information.</p> <p>Ann how can parents needing assistance in identification of an infant or child with a disability?</p> <p>Alternative Assessment Initiative (Sarah Kennedy is key project leader) is the 3<sup>rd</sup> pieces. 75 portfolios were pulled from around the state and are looking at aligning the program of studies with the alignment of the Alternate Portfolio. The committee is looking concept maps and the use of Universal Design of Learning and the activities that being reviewed for the project. Hopefully, we will get the no cost extension after the first year of funding is completed.</p>	
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<p>Renee Scott State Improvement Grant</p>	<p>Judy was summoned to Jackson County by the Superintendent with a team of folks from DECS. Renee will call</p> <p>Kentucky was one of the first states to receive a grant 6 years ago. In 1997 amendments created the new discretionary program and received funding. We submitted our final report to Washington and needed to continue our work. When new funds were made available the only states who could apply were those who were in the first funding cycle.</p> <p>State Improvement Grant for Nurturing All Learners ( Brent Garrett and Preston Lewis) assisted in the development of this grant</p> <p>1.45 million for the next 3 years. (Check Renee's notes for information)_k</p> <p>Visibility: State Improvement Grant funding was questionable</p> <ul style="list-style-type: none"><li>• Transition Component was our strongest piece (See attached handout) (UK - IHDI)</li><li>• UDL Accesses to the General Education Curriculum (U of L)</li><li>• Inclusive Settings Collaborative Settings</li><li>• Minority Special Education Teachers (KSD) Helping to establish mentoring with other universities who already have a program. Fall 2006 is the goal. \$298,000.00 to Kentucky State to develop the program and hire the faculty and staff to support the program Goal is to be self sufficient and will be an alternative route program). Interviewing for the State Improvement Grant Coordinator (3 year position only)</li><li>• Paraeducator Component (IHDI- Harold Kleinhart and Barb Locker UK)</li></ul>	<p>Handout State Improvement Grant (SIG) Secondary Transition Update 2/23/05</p>
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	<ul style="list-style-type: none"><li>• Secondary students (employment, graduation post secondary education)</li><li>• Parent Involvement</li><li>• Early childhood</li></ul> <p>Two outside evaluators from University of Kentucky</p> <p>Updates will be provided at the April meeting for the other initiatives on the other 8 components.</p>	
Judy Mallory DECS Update	<p>Biggest news is the work groups reviewing the core content for assessment. National Consultants are coming in and the groups have been meetings.</p> <p>Career Pathways was waiting to see what came out of the math group. Jackie June works in Jefferson County has been on the state wide and looking at the changes in alternative assessment. All the dept has</p> <p>IDEA has been another major change. NCLB and highly qualified and the change in the definition of LD and the eligibility criteria. The discrepancy model is no longer required. You can choose a new model that is a response to intervention model. If you put interventions in place and collect data along the way and then you determine if the child has not benefited from the research based interventions they can be referred for special education. There are not definitions or criteria on how to define the intervention model</p> <p>Federal regulations will be in place in December 2005. We must be implementing the new law by July 1, 2005 without the current regulations</p>	

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	<p>implementing the new law by July 1 2005 without the current regulations. John Roberts will hold all the state holder meetings and be the facilitator for all the meetings. The groups will talk about the significant issues. John is from Hardin County, a local director, and works with the Kentucky School for the Blind.</p> <p>Do districts need any additional guidelines over and above the federal regulations? How can the state and the districts define LD which goes over the federal regulations.</p> <p>The stakeholders groups will begin this spring. LD is the biggest area where our current regs do not meet the new law. There is a new piece in due process there is new meeting required between districts and parents prior to due process.</p> <p>Transition in the state is at 14 when the regs are now set at 16. This will be decided by the stakeholders' groups.</p> <p>Annual Performance Report.</p> <p>Hearing Officer Training</p> <p>Annual Performance Regulations (APR) Move towards using data to make their decisions. What does the data say and how do we use this information to make changes and benefit students and families?</p> <p>Monitoring Visits: Roger Lacey we are in the process of visiting 10 districts and we are almost halfway through the process. Most districts have been positive with the process. The goal is to make it a technical visit and be supportive to the districts.</p> <p>Is the department going to share information on trends from the districts who have been reviewed? Where and how the mentors will be used will also be reviewed. The state needs to also identify where the areas of weaknesses are</p>	
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and how we can improve on what we are doing. The focus is on student improvement and not on technical difficulties. To brag on the department we will be able to pull all this information into the APR report. Is OSEP still holding our feet to the fire about what we need to do? States want to have control over how they do their reviews and have reasons why they are doing their reviews.

Update on Career Pathways Approach:

Yes, the committee is formalized. We have not had a meeting recently to see where the information is being changed in realignment.

Dr. Wilhoite is open-minded but we currently have a regulation that we no longer have a functional curriculum so any course or program that is offered has to be available to all students. The discussion about children with second language issues are also students who are struggling

We would like to develop a new look at interdisciplinary math courses at the high school level with the course syllabi, manipulatives, meet core content standards and the program of studies. This will be additional information that the committee can use. The committee is looking at meeting the graduation standards that students can use to meet the credit standards.

Teaching teachers how to use differentiating of instruction is critical to the success of our students and the maintenance of high standards of all students.

Core Content Changes are on the KDE website as a new item on the home page. Please look at the changes and make your comments.

The Committee is open ended at this point but our first timeline is the development of the interdisciplinary courses and then find the pilot site and train teachers on how to teach in a differentiated manner. Use of Freshman academies may be where we need to start of the Freshman math course.

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	<p>Panel members are made available for the TLC. The Teaching and Learning Conference will be available to all panel members. This is a significant opportunity. The conference is next week so there is a short turn around. Let Renee know if you would like to attend this conference. The conference is fully supported by the Commissioner. There will some sessions on Reading First, Collaboration, etc.</p> <p>Reading First: this year is the year for training all special education teachers in the state of Kentucky. How can we do this especially since it is so difficult to get substitute teachers.</p> <p>Districts who already have Reading First Grants who teach students 4<sup>th</sup> – 8<sup>th</sup> have a foundation for students in K – 3<sup>rd</sup>. It gives continuity to the students who have had Reading First K-3. And then we can collect real data. Is it making a difference? Is it closing the achievement gap and increasing test scores for children in the area of reading.</p> <p>Training is available via CD.</p> <p>Can parents be trained in Reading First and have they been incorporated in the training? I am sorry but I can't answer that question but will check on that for you.</p> <p>Scott reported that in his district preschool is now year round and that his districts has received a multi-million dollar grant.</p>	
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Jenna Mullins and Sammie Lambert	<p>Update on Annual Performance Report Review</p> <p>General Supervision</p> <p>FAPE and LRE</p> <p>Parent Involvement</p> <p>Secondary Transition</p> <p>Our committee work will continue in these areas</p> <p>Does the document make sense?</p> <p>Graphics: Do they need to be edited in any way or are graphics missing?</p> <p>Can you identify gaps in the information?</p> <p>How can we continue to get input from stake holders?</p> <p>The department would like to have written comments and these will be included in the work that will be sent to OSEP in March.</p> <p style="text-align: center;"><b>General Supervision</b></p> <p>See handouts for detailed information</p> <p>Cannot change probes or indicators which are set by OSEP</p> <p>States can change the goals to be reflective of their individual state needs</p> <p>Need to look at data and the need to do projections (dates confusing because we are already in 2004-2005) but the process is a delayed process. The Future is NOW. State goals stay the same from each year.</p> <p>The audience for the document is OSEP. It is a report to OSEP. How can we advise DEC's to put a revised report out to parents that we can make it more parent friendly. We are really looking at 2 year old data. We can choose to go more than one year out. We are trying to take cues from OSEP.</p> <p>Districts were confused with the rubric and measurement system.</p>	
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	<p>Do we want to review to all four report or review as committees? Given the small number work in groups and then report out and based on time left have a large group discussion.</p> <p>Need to have individual time to review the documents and then after lunch you will be able to work within the groups. The group will come back here at 1:00 p.m. to the panel.</p> <p>Recess until 1:00 p.m. (11:23 p.m.)</p>	
Scott Teague	Meeting called b ck to order at 1:15	

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<p>Barb Kielber Update on KSD and KSB</p>	<p>A lot has happened this past year to facilitate KSD and KSB. Stakeholder groups were active in assisting in developing this plan. 20% of students serviced in the 2 schools and 80% receive services in their districts.</p> <p>Young children are the first priority and the main component is collaborating with First Steps and to work in training providers on the unique needs of these children. Working with a fully included preschool with Boyle County and KSD. A group has developed personnel competencies for all persons involved working with children with sensory losses and their families.</p> <p>These competencies will be incorporated into the coursework for IHEs who train teachers for sensory loss, MSD programs, and IECE programs.</p> <p>We are also focusing on sharing data between First Steps and districts</p> <p>Center Based Programs at KSD and KSB. The schools are not being looked at for being closed down, We are still maintaining a K12 residential program if they are needed. Both schools are looking to enhance the literacy programs for students with sensory loss to ensure high literacy for both groups of children.</p> <p>If children are residential how do we carry over school criteria into the Home like residential setting for assisting with homework, social times</p> <p>Reviewing the career and technical needs of these students by using the resources of the neighboring school districts to support through collaboration a better program</p> <p>Last piece of plan we are looking at bias in the CATS assessment system. Wording of the questions, math concepts with children with visual impairments, etc. Bias will be continued to be looked at during each revisions</p> <p>Service options show that the majority of children (80%) are in local school</p>	
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districts. We are working with the area coops to provide the outreach services. KSD and KSB now each have a director of outreach services and a staff of certified teachers who are assigned to each coop area. Our goal is to have a consultant from each school assigned to each coop area. They will provide technical assistance, assessment, and actually work to broker services for children in that region.

Consultants will be meeting with the area coops during their scheduled meetings to best fill the needs in their areas.

Outreach Consultants will not be providing direct services to children.

Outreach Services will be modeling the Big East process through self-assessment, teachers v. students ratios, OM specialists, caseload size, quality programming and examining what resources are needed. This process will be available to coops as needed. It helps coops provide the resources where they are needed to meet the needs of new children as they move into a coop area. Sensory Teachers throughout coop regions are being able to team

KSB and KSD are looking be statewide regional resource centers to provide training, services and information on a statewide basis. They are identifying now how they can meet this legislative mandate

Short Courses for Students: students will leave home district and will get instruction in an intensive manner for areas of need (such as OM). Students bring their own books and IEP with them and they will receive services as a related service and then go back to their home district.

Summer 2005 Enhanced Summer School Programs will focus on leadership skills, socialization with other students, etc.

Expand capacity of KSD and KSB to provide Professional Development activities for teachers and staff from LEAs and providers. PD designed

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	<p>around the needs of the child for the teacher.</p> <p>Establishing a network of support for the teachers and providers around the state. Many children with sensory loss do not have teachers who have specific training in working with children with sensory loss. This will support resource teachers and</p> <p>Both schools will become assistive technology centers specific to their needs including becoming a lending library for families and students. Provide the PD on how to use the devices to the district and families to ensure the information or devices are appropriate for the child. Materials and resources centers will also be included at each school. Material center sends out closed captioned videos and KSB large print and Braille text</p> <p>Braille instruction will be offered on how to transcribe information and materials into Braille. This is a need to support the VI teachers. Free training will be provided and then giving</p> <p>Both schools have a family support center. KSB has a full time parent who also is a certified teacher and works with families</p> <p>KSD has a 1.5 position and get out to see administrators and families in each of the coop areas.</p> <p>Working to Revamp and beef up the web-pages for each school. Links to others information and accessible for families is key</p> <p>We are trying to identify staff and their roles to implement this plan with our existing resources. Job duties have been shifted and operations have been combined for both schools. Personnel and payroll issues are being looked at to be combined.</p> <p>Both schools had stakeholder committees looking at the facilities at both</p>	
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	<p>schools to enhance both school campuses. There are plans to make each school a model program and the plans are now with the finance cabinet waiting for approval.</p> <p>We have been meeting with national leaders to develop an evaluation plan to measure our effectiveness. The plan is set up as a 5 year plan but we are making adjustments as needed throughout the 5 year time period.</p> <p>Teacher Exchange Program will also be available between for districts to share information between districts and the teachers' in both schools.</p> <p>The Schools are improving in the CATS assessments and the teachers are having the opportunities for participate in all the state trainings.</p>	
Scott Teague	<p>April meeting needs to be changed because it conflicts with the 2005 testing window.</p> <p>Recommend that the April meeting be cancelled due to the conflict in the 2005 testing window. We will poll the panel members and will post the information on the webpage. KDE will send packets to panel members etc. for the voting members to have a quorum. Information should be sent both electronically and then a paper version. Deadline must be posted on the line item.</p> <p>Judy Mallory would you like to have a meeting at KSD or KSB for the panel meeting.</p>	



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Jenna Mullins	Review General Supervision to do responses (FAPE )	
Meeting called to order Saturday, February 26, 2005 11:58	<p>Panel Members Present Norb, Diane, Eric, Scott, Karen, Lynn, Gary, Roberta, Anna, Vickie, Jacque Renee Scott</p> <p>Issues to be voted on</p> <p>Unfinished business we did not have a quorum on Thursday and Friday</p> <p>Approve amended agenda (YES) Eric moved Lynn second Vote unanimous</p> <p>Changing the minutes Moved Gary Second Roberta Vote U</p>	

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	<p>Cancel April's Meeting Move Jacque Second Eric Vote U</p> <p>TLC will be paid for and your room etc. You need to let Renee know ASAP.</p> <p>Anna will be attending</p> <p>Recommendation about the chair or his/her designee attend the CEC National Conference in April</p> <p>Motion Lynne Second Gary Vote U</p> <p>Adjust minutes to 3 to 5 minutes set up to the room more conducive to panel presentation Need to have portable mike. I think people like the use of the cards.</p> <p>Move to adour Diane Second Rproberta Move.</p>	
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